DOCUMENT RESUME

ED 080 266 RC 007 199

AUTHOR Snell, Blanche E.
TITLE Guide to Pre-Planning. A Guide to be Used in Preparation of Classes Attending Albion Hills Conservation Field Centre or Claremont Conservation Field Centre. Revised Edition.
INSTITUTION Metropolitan Toronto and Region Conservation Authority, Downsview (Ontario).
PUB DATE 71
NOTE 42p.; Original prepared in 1963; revised and reprinted 1966, 1969, and 1971

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Academic Education; Attitudes; Classroom Participation; *Conservation Education; *Group Living; *Guidelines; Natural Resources; *Outdoor Education; Skills; *Social Behavior; Student Interests

ABSTRACT

The purpose of this pre-planning guide is to assist those in charge of classes in residence that attend the Conservation Field Center during the school week. The guide provides necessary details on clothing, spending money, health and safety, the role of the parent, duties and housekeeping rules, daily time schedules and programs. It is noted that the success of the stay at the Center will depend on how well the teacher involves his class in pre-planning, post-studies, and evaluation. Sample forms, maps, and floor plans of the facilities are provided. (PS)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RECEIVED
JUN 14 1973
NMSC
E.R.I.C.

ED 080266

CONSERVATION FIELD CENTRE

PLANNING GUIDE

RC 007199

ED 080266

RECEIVED
JUN 14 1973
NMSU
E.R.I.C.

GUIDE
TO
PRE-PLANNING

A guide to be used in

preparation of classes

attending

ALBION HILLS CONSERVATION FIELD CENTRE

or

CLAREMONT CONSERVATION FIELD CENTRE

Original
prepared
by
Blanche E. Snell, M.A.
1963
Revised and reprinted 1966, 1969, 1971

by

The Metropolitan Toronto and Region Conservation Authority
5 Shoreham Drive
Downsview, Ontario

630-9780

PREFACE

This Pre-planning Guide, as its title implies, has been prepared to assist those in charge of classes that will attend the Conservation Field Centre. To most teachers and classes, living in residence during the school week will be a new and unusual experience. Much more than academic studies is involved if the class is to achieve its maximum potential.

The Guide provides necessary specific details regarding clothing, spending money, health and safety, the role of the parent, duties and housekeeping rules, daily time schedules and programmes. Any additional details will be covered by the Supervisor of the Centre when he visits the classroom of the participating school about a month prior to the trip to the Conservation Field Centre. Careful attention to all these details will enable the students and staff to function smoothly.

The Guide is intended to assist the participating teacher to determine and TO SET THE TONE UNDER WHICH HE CHOOSES HIS CLASS TO FUNCTION. It is meant to assist him in the development of his own techniques for insuring that his students have the maximum opportunity to learn and grow in the academic and social areas. It is based on the belief that good learning and good social living enhance each other. The visiting teacher must play a <u>key role</u> at the Conservation Field Centre, working closely with the Authority teaching staff.

CAREFUL PRE-PLANNING WITH YOUR STUDENTS
IS ESSENTIAL

INTRODUCTION

UNDERLYING PHILOSOPHY

There can be no justification for taking a teacher and his class out of the regular school system for one week of the school year unless a breadth and a depth over and above that usually experienced in the regular classroom is assured. The Pre-planning kit gives ample evidence that the Metropolitan Toronto and Region Conservation Authority considers that good pre-planning and well-chosen follow-up studies and assessment are an integral part of the Conservation Field Centre programme.

The following are the objectives which the Metropolitan Toronto and Region Conservation Authority intends when it offers residential facilities to school boards of the Metropolitan area:

- To widen the concept and broaden the understanding of a wise and intelligent use of our natural resources. The classroom is the out-of-doors, which provide the learning stimuli to a programme which illustrates man's need and dependence on his environment for it's products - food, fuel, fibre, recreation and aesthetic values.

  The most important concept to be illustrated is that conservation is an attitude involving processes that are social as well as material.

- To provide a more intensive experience in group living where teacher and taught can learn more realistically and dynamically how to live, work and play together; to create the opportunity to acquire the broader human insight so necessary if man is to learn better how to understand and appreciate his fellow man.

The programme of the Centre is based on the conviction that intensive academic study and practice in good group living can, and do, go hand-in-hand; that they complement each other; that the best of both can be achieved at the same time, while the above objectives have been separately defined, they must be thought of as a whole, with no single objective having priority over the other two, and no one objective receiving a major emphasis.

In its conservation programme, the Authority's concern is with the potential of the actual natural resources possessed by the river valleys under its control. The benefits from its programme are meant to be enjoyed by all. So it is the students living in the valleys to whom the Authority offers its facilities.

To the Authority, the student is a citizen, any citizen. For this reason, the Authority would not wish the Conservation Field Centre to be thought of by the citizens of Metropolitan Toronto as a Centre designed for any especially selected group - for "good" or "bad" girls and boys, for "over-achievers" or "under-achievers", for the "academically gifted" or the "manually minded", for the "interested" or "disinterested". It is important that the school systems understand that the facilities provided by the founders are intended to be used without preference. The school system, in turn, is responsible for the selection of the classes.

Because of the short, five-day duration, it is best to start with a group which is not only most likely to have similar needs, drives, abilities and points of view, but also one where the basic academic background is similar. There is an advantage in having some known factors, in this case social contacts, in a situation which is packed with new experiences for both the student and the staff.

GUIDELINES FOR A SUCCESSFUL PROGRAMME

Knowledge and Understanding

1. The geographical and historical background of the area.

2. The relationship between the physical environment of the area and the lives of the people.

3. A recognition of the interdependence between urban and rural dwellers.

4. How the conservation of the natural resources of the Metropolitan Toronto region is being encouraged through public and private programmes.

Skills

1. Facility in the use of the special types of maps, charts, books and conservation equipment provided at the Centre.

2. The recording, organization and use of information acquired from the excursions and special teaching at the Centre.

3. Effective participation in group discussions and activities.

4. Practical application of those basic skills emphasized in the regular school programme.

Attitudes

1. A personal concern for the care of our natural resources.

2. A respect for public property.

3. A sympathy and feeling for the out-of-doors.

4. A respect for the decisions of the majority and for the point of view of the minority.

Behaviour

1. The practices of acceptable social behaviour.

2. The exercise of initiative.

3. The acceptance of responsibility without external authority.

4. Active participation in group activities without loss of the right to exercise personal preferences.

5. Cooperation with individuals and groups without regard to personality preferences.

6. The making of the maximum use of the facilities offered by the Centre to increase factual knowledge and breadth of understanding.

IMPLICATIONS OF THE PHILOSOPHY AND AIMS

While the programme of the Conservation Field Centre should be related to the regular curriculum as much as possible, some things can be done at the Centre which cannot be done in the regular classroom. Some things can be learned better out-of-doors where there is a unique opportunity to explore, to see the forces of nature directly at work, to smell, to hear, to feel and to receive the emotional and spiritual impact of the beauty of the natural surroundings. THE CONSERVATION FIELD CENTRE PROGRAMME, THEREFORE, MAKES NO CLAIM TO COVER ANY GIVEN COURSE OR PARTIAL COURSE FOR ANY GIVEN GRADE OF THE REGULAR SCHOOL SYSTEM. Instead, it is meant to make all environmental studies more effective and lasting.

The learning will centre around the nature of the Metropolitan Toronto region, what has happened to it, what the Metropolitan Toronto and Region Conservation Authority is doing to make its natural resources more useful and valuable and of a greater source of pleasure and satisfaction to the people who live in the area.

SIMILARLY, FACTS ABOUT PHYSICAL GEOGRAPHY AND NATURAL SCIENCE WITH THEIR ATTENDANT RULES, LAWS AND PRINCIPLES WILL BE REFERRED TO OR RECALLED BY THE TEACHING STAFF ONLY AS AIDS IN HELPING THE STUDENT BETTER UNDERSTAND WHAT HE IS LOOKING AT. He is not at the Centre to learn what he can be taught in the classroom. He is there to see how the principles taught in the classroom are applied to a practical problem; namely, a wiser use and appreciation of the natural resources of the Metropolitan Toronto region.

In keeping with the above implications, the selection of content for the week's work will be entirely dependent upon what life examples can be found in and around the area to which the classes can go. To add depth to these out-of-doors studies, the central building is provided with a laboratory, visual aids and a library.

In consultation with other instructors and the classroom teacher, the Supervisor will consider previously acquired information, the grade level, general learning ability of the group, adaptations imposed by the season and weather conditions, and student interest in determining the details of the actual programme for the week. Flexibility is imperative and the programme permits this on weekends and throughout the summer the Centre operates for school classes, teacher education and other organizations. On these occasions great care will be taken to plan a programme specific to the aims of the group.

INTRODUCTION (continued)

THE TOTAL PROGRAMME OF THE CENTRE PRE-SUPPOSES A MAXIMUM OF STUDENT PARTICIPATION IN THE MAKING OF DECISIONS IN ALL AREAS; THE ROUTINES OF RESIDENTIAL LIVING, THE WISE USE OF LEISURE TIME, THE ACTUAL LEARNING ITSELF. There can be no experience in desirable group living without real participation in decision making. A wise use of leisure time calls for some freedom to choose, for an opportunity to cater to individual interests. Concern for a wiser use of our natural resources is engendered only when the individual feels he is personally involved, not when he is merely told. He learns best when he is required to be personally responsible for thinking through what he sees, not when he is subjected to talk and extended explanations.

The success of the stay at the Conservation Field Centre will depend to no small extent upon how the classroom teacher involves his class in three areas - pre-planning, post-studies, and evaluation. WHAT HAPPENS DURING THE FIVE DAYS AT THE CENTRE SHOULD NOT STAND ALONE AS A SUCCESSFUL LEARNING EXPERIENCE.

What is true for the classroom is equally true for the period spent at the Centre. TIME AND OPPORTUNITY FOR DISCUSSION, PLANNING AND INVOLVEMENT ARE IMPERATIVE TO TRUE LEARNING. MUCH WILL DEPEND UPON THE FORESIGHT AND SKILL WITH WHICH THEY ARE MADE TO HAPPEN WHILE THE STUDENTS ARE IN RESIDENCE.

POLICY

This statement sets forth the services to be provided and the responsibilities to be assumed by the Conservation Authority and by school boards in the operation of the Conservation Field Centre.

The Authority has concern directly or indirectly with: -

1. The Director of Operations
2. The Administrator of the Information & Education Division
3. The Supervisor of the Centre
4. The Assistant Supervisor of the Centre
5. The matron
6. The part-time teaching staff (a) Officers of regular Authority staff
   (b) Part time staff
7. The Centre's household staff and caretaking staff
   (a) Cook
   (b) Assistant Cook
   (c) Caretaker
   (d) Any other person responsible for work on the property
8. The student teachers or counsellors

The school board has concern with: -

1. The teacher or teachers accompanying the class
2. The students

A. Authority

It is the duty of the Metropolitan Toronto and Region Conservation Authority to:

(a) Provide instruction
(b) Provide accommodation
(c) Provide meals for students and staff
(d) Provide health services
(e) Provide supervision of services
(f) Establish rules and regulations governing use of the buildings and property.

1. Director of Operations

Director of Operations is responsible to the Authority.

2. Administrator of Information and Education Division

Administrator of Information and Education Division is responsible to the Director of Operations for implementation of the itmes listed in Section A above.

3. Supervisor of the Centre

The Supervisor of the Centre is responsible to the Administrator of Information and Education for: -

(a) that part of the instruction which concerns -
    (1) the curriculum
    (2) the movement of students, and
    (3) student use of conservation equipment and property
(b) the satisfactory maintenance and operation of the building and all services provided by the Authority
(c) the enforcement of the Authority's rules and regulations pertaining thereto.

The Supervisor is solely responsible for -
(a) the supervision of staff
(b) the supervision of all activities
(c) the discipline of the Centre
(d) the fostering of attitudes of good citizenship

The Supervisor too is responsible for setting standards conducive to responsible social behaviour and democratic community living.

4. Assistant Supervisor of the Centre

The Assistant Supervisor is responsible to the Supervisor for the performance of those duties assigned to him.

5. The Centre's Matron

The Matron is responsible to the Supervisor and will be in charge of -

(a) first aid in the building
(b) general order and cleanliness of the building
(c) laundry
(d) management of the tuck shop
(e) cafeteria clean-up and dishwashing
(f) issue and return of supplies and equipment

The Matron will be responsible also for assisting the regular staff in the maintenance of good order and responsible behaviour on the part of the students. Her authority will be such as would be exercised by a kind, firm, judicious parent.

6. The Part-Time Teaching Staff

The part-time teaching staff includes the officers of the Authority who are detailed to assist the regular teaching staff of the Centre.

The part-time teaching staff is responsible for carrying out the programme as assigned by the Supervisor.

NOTE: Ultimate disciplinary power rests with the Supervisor. Routine disciplinary measures such as those dealing with inattention during instruction, use of equipment, care of conservation property, can be dealt with normally by seeking student cooperation. When this is not forthcoming the matter is the ultimate responsibility of the Supervisor.

EXCEPTION: Any matter involving immediate safety must be dealt with at once and with authority by whatever senior offical is present. This is particularly important during visits where animals, machinery, etc., constitute a possible danger.

7. The Household Staff and Caretaking Staff

(a) Cooks

General terms of reference

The cooks, while employees of the caterers, are responsible for providing the approved meals in accordance with the time table set by the Supervisor.

Specific terms of reference

The cooks are responsible for -

(1) the preparing, cooking and serving of meals
(2) the general cleanliness of kitchen equipment and utensils

NOTE: The cooks have no disciplinary powers over the visiting class. As with part-time teaching staff, they have the right to expect cooperation. Any difficulties which arise must be referred to the Supervisor.

EXCEPTION: Any matter involving immediate safety must be dealt with at once and with authority by whatever senior offical is present.

(b) Caretaker

The duties of the caretaker are defined by the Authority. He is responsible to the Supervisor for carrying them out.

NOTE: The caretaker has no disciplinary powers over the visiting class. As with the part-time teaching staff, he has the right to expect cooperation. Any difficulties which arise must be referred to the Supervisor.

EXCEPTION: Any matter involving immediate safety must be dealt with at once and with authority by whatever senior offical is present.

POLICY (continued)

8. The Student Teachers

(a) Student teachers are responsible for performing duties as assigned by the Supervisor

(b) As with household and caretaking staff, and part-time teaching staff of the Authority, the student teachers have the right to expect that the class will cooperate when they assume laadership roles. Ultimate discipline rests with the Supervisor.

(c) Where authority has been delegated by the Supervisor to the visiting teachor, the student teacher comes under the latter's authority.

EXCEPTION: Any matter involving immediate safety must be dealt with at once and with authority by whatever senior offical is in immediate charge.

B. School Board

The School Board is responsible for providing -

(a) Payment for services as required by the Authority

(b) The preparation of the class for the visit and the provision of 2 teachers to accompany the class (male and female when class is co-ed).

(c) Bus transportation to and from the Conservation Field Centre

The School Board has the right to be assured that -

(a) The accommodation and services meet adequately the standards usually required by the Department of Education for residential schools;

(b) The instruction offered meets the requirements of the school system.

C. The Visiting Teacher

(a) The teacher is responsible to the school board for the general well-being and discipline of the class from the time it leaves its home school until its return thereto.

(b) The teacher is RESPONSIBLE TO THE SUPERVISOR OF THE CONSERVATION FIELD CENTRE for any duties delegated to the visiting teacher, whether instructional, supervisory or disciplinary. In most cases the visiting teacher will be asked to take a leading role in the preparation and implementation of part of the programme for their students during their stay.

CONTENTS

	Page No.
SETTING THE TONE	1
CLASSROOM PREPARATION Visit by Conservation Field Centre Staff Getting Parental Cooperation and Permission What to take - Essentials - Extras - Do not bring Student Levy or Fee Spending Money	5
HEALTH AND SAFETY Health Personal Cleanliness Safety Rest and Free Time Bed Time Respect for Privacy Registration and Waiver Form Health and Safety Information Form School Nurse's Infouation Form Sleeping Accommodation	8
ACADEMIC STUDIES Orientation Classroom teacher's report on work previously covered in the regular school programme "The student is not at the Centre to be taught what he can be taught in the cl[illegible]room" - how this principle works. The Note Book Follow-up Studies Recreation Guest Night	17
DAILY SCHEDULE	20
DAILY PROGRAMME	21
FLOOR PLANS	22
CONSERVATION AREA MAPS	27
TEACHER CHECK LIST	29

SETTING THE TONE

It is desirable that the classroom teacher, most frequently the home room teacher, should accompany his class to the Conservation Field Centre. From the teacher's own point of view, to have the opportunity to observe others teach and handle a wide variety of situations both out-of-doors and inside, as well as to watch his students when he is not always directly involved, is most unusual. The resultant enriched understanding of adolescents and their capacities under intense motivation could hardly be acquired from taking courses or reading professional literature. As far as his immediate teaching is concerned, the carry-over from having lived with his class and shared unusual experience together will create lasting esprit de corps and rapport. From the Field Centre's point of view, the intimate personal knowledge which the classroom teacher brings to the Centre will not only facilitate the setting of the tone of the Centre (a difficult thing to do in a few short days) but will make infinitely easier the business of operating a Centre which will function smoothly and in accord with sound pedagogical principles.

The tone to be set and the means by which this is done are dependent upon the expectations the teacher has of the outcome of the time spent in living and learning in a self-contained group. His first act, following the visit of the Centre's staff personnel to the classroom will be to define those expectations. To have stated them is to be more aware of them; to be more aware of them is to achieve a greater realization of them.

The teacher is not the only determinant of the tone. The Centre's setting and facilities play their full share. The location of the Centre and its design and layout were planned consciously in the light of this knowledge. The Conservation Field Centre's setting is a real, not an invented, situation. It involves:

- a 24 hour-a-day living situation
- a new home: kitchen
  dining room
  sleeping quarters
  work and reading areas
  recreational facilities
- a new physical environment:
  - in a conservation area with great open spaces on all sides where earth and sky predominate and where weather conditions assume a new importance
- a new sociological environment:
  - living, eating, sleeping, working, playing with peers, student teachers and teachers
  - away from parents, brothers and sisters, relatives, neighbours, friends
  - where person-person, group-group, group-teacher associations are not only possible but inevitable
  - a community of peers which provide inter-cultural contacts normally not experienced with such intensity

SETTING THE TONE (continued)

- a new psychological environment giving rise to:
  - new experience in self-control
  - new concepts in freedom
  - a new look at personal behaviour
  - a new look at classmates and teachers
  - a new need to take others into account
  - a new academic programme in that everything studied is seen and is related to human attitudes and direct behaviour.

There are two groups of expectations - the students' and the teacher's. The emphasis will be different. The teacher has need to be aware of the students' expectations, but for the student to be more than intuitively aware of the teacher's can lead to insincere and sometimes unnatural behaviour.

Discussion and compilation of the class list of expectations will be done quickly with the teacher acting merely as analyist and recorder. Adolescents are, by nature, direct and frank and to belabour this exercise would be to defeat its purpose. In order to get the thinking of every student, there is merit in having this first step done in writing, with a committee of students chosen to compile the composite list.

Once the teacher knows what the expectations of the class are, he is ready to define his own. This is an extremely personal process. Its importance and value cannot be overestimated. The following ideas can merely be offered as suggestions meant to stimulate thinking. Many of them will be found repeatedly in one form or another in the writings of teachers distinguished for their knowledge, skills and long experience in outdoor education.

Academically it can be expected that the period at the Conservation Field Centre will result in the students acquiring:
- a greater personal interest and involvement in the wiser use of our natural resources
- a greater understanding of how technology is applied by man to serve his needs and interests
- a greater interest in and a new spirit of adventure and exploration in the out-of-doors
- a list of factual data which he can recall at will to illuminate the scientific rules, laws, and principles he must study
- a greater ability to organize systematically details and facts he has learned while on field trips.

Socially it can be expected that he will acquire greater skills in understanding:
- how to relate himself more effectively to others
- how to look at his own personal behaviour more objectively
- how to assume more responsibility for his own behaviour without exterior promptings

SETTING THE TONE (continued)

- how to work cooperatively with both peers and adults in a wider setting than that usually experienced in class-room relationships
- how to become more independent - in making decisions
  - in personal care
- the inter relationship between personal freedom and personal responsibility
- the relationship between personal freedom and the rights and welfare of the group
- a wider concept of what it means to excel; i.e., excellence for itself, for self-respect, for the common good
- social amenities; e.g., the common courtesies in table manners, speaking voice, care of one's own and others' property which make for pleasant group living
- the problems caused by bad manners in the out-of-doors; for example, picking flowers and destroying plants, harming animals, damaging trees, defacing public property, dumping garbage, being a litter-bug.

There seems to be general agreement among teachers experienced in outdoor education on how the atmosphere necessary to the above learnings is created. They agree that good discipline does not just happen; it is a by-product of two things, good leadership and careful planning. The good leader takes the necessary time to make sure the whole class is involved in such a way that each student
- senses a group spirit
- identifies himself actively with the planning
- works out for himself a definite idea of what his responsibilities are going to be
- sees the value of courtesy, kindness, sincerity, honesty, consideration of others
- understands why he must not jeopardize the safety and the learning opportunity of the rest of the group
- realizes how much easier it is to know what is the right thing to do than to live up to that knowledge.

These ideas can best be derived from class discussion carried on in such a way that the concepts actually come from the students, not the teacher. The teacher either raises or causes to be raised such questions as -

"What rules and regulations should each of us make for ourselves in order to govern our own behaviour?"

"What must we do individually and as a group, if we are to get the most out of our stay at the Conservation Field Centre?"

"What qualities are necessary to each of us if our visit to the Field Centre is to be a successful one?"

One teacher who asked these questions of her class each year for ten years found no two lists alike. Wisdom is not necessarily the prerogative of adults, as the following indicate:

"We must go with open minds. Learning will be fun if we want to learn."
"Each of us must be willing to learn what we are taught, not just the things we are interested in."
"Each of us has our special friends, but the whole group comes first. Cliques can spoil the fun sometimes."
"Sometimes it is necessary to do more than our share."
"We have to be willing to do unexpected jobs without being asked."
"We must use common sense about doing dangerous things which are not covered by safety rules."
"We must not always try to be first."
"We made most of the rules. We must obey them."
"We have to want to have a good camp badly enough to make it come true."

As for the teacher, experienced leaders stress the importance in the creation of a good social environment by staff members who -

- are sufficiently alert to the symptoms of behaviour problems to take action to forestall them.
- show that they are constantly aware of the social learnings offered
- think of discipline as a cooperative rather than a directive affair
- look upon any infringement by an individual or group as a matter where both sides must be considered before judgments are made
- anticipate and therefore prevent
- maintain a self discipline which precludes emotional displays, sarcasm, ridicule
- believe that youth, given the opportunity, will work towards creating good community living.

The most common deterrent to the establishment of good tone comes when either student or teacher interprets the permissiveness inferred in the involvement of the class in planning, as licence, when freedom means "I can do what I like". The relationship between personal freedom and the rights and welfare of the group are difficult to interpret at any age. Somewhere between personal freedom and rights of the group lies the atmosphere within which the student can practice his right to intellectural and social growth.

It is simpler to enforce obedience to a rule than to be willing to subject each rule to scrutiny. It is simpler to say "Lights are to be out at ten" than to ask "When should we have our lights out?" It is simpler to have the student learn our comprehensive definition of the term "conservation" than to have him make his own definition, then to revise it to his own satisfaction and understanding in the light of his experience at the Centre. But there is no question whatever about which provides the better educational experiences.

CLASSROOM PREPARATION

Visit by Conservation Centre Staff

By arrangement and at least one month prior to the class trip, a staff member of the Centre will visit the teacher and his class in their own room. Previous to this, the teacher will have received the Pre-Planning Kit and have studied its contents. The staff member will show slides of the Centre, its surroundings, and the activities of the Authority. He will describe the programme at the Centre, explain the housekeeping and sleeping arrangements, outline what duties the students will undertake and answer their questions. In conference with the teacher, preferably with the principal also, he will discuss the details of the planning, including student participation in decision making.

It is most desirable that the teacher know first-hand as much as possible about how the Conservation Field Centre operates, so a short visit to the Centre by the teacher before the students go is advised. This can be arranged at the time of the pre-planning visitation.

Getting Parental Cooperation and Permission

Experience has taught that going to a residential school is a very important and exciting matter within the family circle. Where eagerness is present on the part of both parents and student, parents will frequently contact the school to volunteer help. They want to be a part of it. But there are many hidden apprehensions, fears and sometimes real difficulties - some on the part of parents, others on the part of students. Unless the classroom teacher locates them early, it is very likely he will experience at least one last m withdrawal which will be too late to do anything about.

The personal interview should locate such things as after school jobs, previous family commitments, dietary and health problems, apprehensions regarding absence from the home environment. Some parents have strong opinions which cut across the overall plan for the school. Perhaps the most difficult problem is the student whose personal relationships with his fellow students make him afraid to cut the home ties. There is only one way to handle the case of the student who fits into any of the above categories and that is to make sure he is not made to feel conspicuous. To that end, the teacher can have a short private interview with each student. They can be run through very quickly, out of sight of the other students, and centering around two questions;

"Have your parents told you definitely that you may go?"
"Are there any difficulties about getting away on the time set?"

Only in this way can personal problems be kept from receiving public attention. Follow-up checks can be made easily and quickly. It is important that the teacher have a firm commitment from the parents very early in the planning.

Direct contact with the paretns also should be made early. Some teachers may choose to do this by sending a letter home. Others will prefer or may choose, in addition, to invite parents to the school where, over a cup of coffee, the parents and teachers meet, the teacher shows a few pictures loaned by the Conservation Field Centre, and problems are talked out. Safety, the Centre's method of handling emergencies and the Registration and Waiver Forms will be discussed. Experience with the latter method points up how valuable it can be in proportion to the extra energy it takes.

WHAT TO TAKE

The Conservation Field Centre supplies the bedding, but not towels. The student is requested to avoid having a multiplicity of luggage. One large suitcase or duffle bag should hold all essentials.

Clothing should be practical and comfortable and in sufficient quantity to cover five days' needs and emergencies. There are no facilities for doing any laundry. As the student only is responsible for his belongings, name tags or some other distinguishing mark are helpful.

Essentials:
- 2 pair slacks or jeans (weight determined by season)
- 1 warm jacket or sweater
- 1 warm shirt and 2 light shirts
- 6 pair socks (change for each day and 1 pair extra)
- 1 pair heavy socks
- Underwear (at least 2 sets) (determined by season)
- 1 pair shoes suitable for outdoors
- 1 pair sneakers or slippers for indoors (soft soled)
- 1 pair pyjamas
- 1 dressing gown
- Cap for sun protection, or hat with earguards (determined by the season)
- Rain hat, boots and waterproof raincoat (<u>not</u> merely water repellant)
- Outdoor winter clothing must include:
  - heavy coat
  - heavy winter lined overshoes
  - pair insulated gloves
  - woollen scarf
- Toilet Kit (plastic bag with drawstring is good) which contains:
  - Toothbrush and paste
  - comb and brush
  - soap and washcloth
  - lip salve
  - nail file
  - 2 bath towels
  - 1 hand towel
  - Kleenex or handkerchiefs
  - Several pencils
  - Sharpener for outdoors
  - 1 ink pencil or pen

CLASSROOM PREPARATION (continued)

Extras: (optional)
- swimming suit (June to September inclusive)
- field glasses
- compass
- small games
- camera and film
- stationery and stamps
- sewing kit
- small knapsack
- individual sports equipment to be used ONLY under supervision: fishing equipment, skiis, skates
- tape recorder

DO NOT BRING:
- any kind of knife
- food or soft drinks
- firearms
- any kind of radio or record player
- flashlight

STUDENT LEVY OR FEE

The Metropolitan Toronto and Region Conservation Authority's Foundation has built the Field Centre and provides maintenance costs. Weekly operational costs are shared by the Authority and the participating school boards, one-third and two-thirds respectively. Whether or not the student is required to pay towards cost of his visit is determined by his own school board. Two observations upon which there seems to be general agreement among people experienced in this type of education can be made: No student should be either embarrassed or debarred from attendance by lack of funds. On the other hand, a small contribution towards financing the cost often gives a greater sense of appreciation of the opportunity provided, while no participation in covering the cost can suggest the opportunity lacks real value. The participating school will follow the directions of its own school board.

SPENDING MONEY

The student must come supplied with all film, kleenex and other articles he will require for the whole period. Meals will be adequate and planned to meet the bodily needs of adolescents. There will be food before bedtime each night.

It is not necessary that the student bring money. If he brings any, the sum should not exceed $5.00. It must be emphasized that the student is responsible for his own money, and the Centre cannot assume responsibility for money lost or stolen.

HEALTH AND SAFETY

Adequate provision for a proper programme of health and safety, suggested by the Department of Health and the Ontario Fire Marshal's Office, has been provided. A local physician is on call at all times. Emergencies will be dealth with as indicated on the registration and waiver form.

> "Should it be necessary to have medical care, I hereby give the Supervisor or designate permission to use his best judgment in obtaining the best of such service for our child. We understand that any cost will be our responsibility. We also understand that in the event of illness or accident we will be notified as soon as possible."

All adults at the Centre are responsible for the health and safety programmes. Specific duties are defined elsewhere. The continuous responsibility to be aware of and to foresee potential health and safety hazards and to confer with the other members of the staff towards preventative action is a part of the daily routine. An alert staff can do much to promote the well-being of the group.

Specific duties of the visiting teacher, apart from those referred to in the previous paragraph are mostly a part of the pre-planning.

The student has a natural concern for his health and safety, but he is direct, practical and often carefree. A tried reliable way to make him really aware of the specific precautions he must be willing to take is to have him plan them himself. This can be done through a visit from the school nurse to the classroom and/or through the school's physical and health education department. Most of it will be covered when the whole class is together. Some separate discussions by the girls and by the boys may be necessary. No matter what the procedure used in dealing with health and safety, the aim is to have each student sense his own good health. The impression of being "looked after" is poor preparation for a school whose policy is geared to giving the student experience in becoming more responsible for his actions rather than to practising either close regimentation or persistent supervision.

The following are some of the important matters with which the staff expects the participating school to deal before the students arrive at the Conservation Field Centre:

HEALTH

1. Improper clothing creates over or under exposure.
2. Over exposure to insects, sun, precipitation, or cold, ends in illness, isolation from the group, perhaps returning home.
3. Wet clothing must be changed immediately.
4. Change of weather calls for change of clothing.

5. The common cold is highly communicable and the greatest health hazard.

6. Illness or injury reported at once enables preventative measures to be taken by the staff.

7. Ordinary precautions all of which have been taught should not be relaxed - shared use of drinking cup, combs, etc.

8. A student who has dietary or other personal health problems must help himself to keep fit.

9. Meals at the Centre are planned to provide a wholesome, satisfying and well balanced diet. To get the best benefit from foods, there must be a friendly, relaxed atmosphere within the bounds of good taste with respect to conversation, noise and behaviour. The meals cannot be prepared and served like those at home. It is not only good manners but an essential to the health and well-being of each student that he give his food a fair try, that he refrain from unpleasant comment about it, that he avoid rushing, grabbing, bolting, and reaching, that frequent use be made of the common courtesies of "please" and "thank you". Argument, dissention, unpleasant comment, criticism and rowdy table games do not belong to the meal table.

10. Dangerous plants such as poison ivy must be recognized and avoided.

PERSONAL CLEANLINESS

Personal cleanliness requires:

1. Hands and face to be washed before each meal.

2. A shower once a day.

3. Change of clothing which becomes soiled.

4. Special care to come to the more leisurely evening meal freshened after the day's strenuous activities.

SAFETY

1. Even small injuries should be reported at once.

2. To be "daring" in either attitude or action endangers both the doer and his classmates.

3. On the bus, behaviour is orderly, heads and arms are kept inside open windows, seats are kept while the bus is in motion.

4. Uneven ground calls for care in walking. Running and jumping on uneven ground can cause serious injury.

SAFETY (continued)

5. "Out-of-bounds" must be clearly understood.

6. Camp fires, knives, fishing tackle, machinery and equipment must be used with caution.

7. Non-farmers are unfamiliar with the hazards of farm buildings and equipment. Strict and unquestioned obedience to the safety rules of the farmer at the farm are imperative. (Re Albion Hills Farm Programme)

8. "Horse play" and "rough house" are dangerous both inside and outside.

9. "Scuffling" is not only improper but dangerous (i.e. slapping, pushing, arm twisting seem to be a part of the early adolescent's proof of his power and sense of humour.) It is best not to let it get started.

10. Jeopardizing another student is an anti-social act.

REST AND FREE TIME

The programme at the Centre is so intensive that there must be opportunity each day for relaxation, recuperation from fatigue, reflection and the indulgence of personal interests and tastes. The rest and free time periods are the only opportunities to practice wise use of leisure time. In many residential camps and schools, there is a tendency to crowd in too many activities, to over-organize the student's time outside the regular schedule. The classroom teacher will wish to discuss this with the Supervisor and counsellors in plannint it; and have periodic assessments at the Centre in order that desirable modifications may be made as the week progresses. The amount of rest needed for good health will be greater than required in the normal day at home. It will also vary greatly with individuals.

Whatever the plan decided upon, it should be firm enough to enforce that the amount of time be adequate but flexible enough to allow as much as possible for individual differences.

If the desirable attitude towards the rest and free time periods is created in the classroom, carrying out this part of the programme at the Centre will be relatively easy.

BED TIME

As with the rest and free time periods, much confusion at bed time can be saved if something is done about it in the classroom. One method which seems to work well is to have the class make their own rule. Their great difficulty in reaching agreement merely points up their need for practice in learning to compromise for the common good, to assume the responsibility not just for arriving at decisions but also for carrying them out.

What happens at bedtime sets the stage for the next day. A good sleep for the adolescent, especially when he is under unusual excitement, is imperative to his well-being. The relaxed, friendly, quiet spoken, patient approach of the classroom teacher and the counsellors is bound to brush off on the student. At no time of the day is the young person more in need of sensing that he is important to, and has the attention of, his elders providing he wants it, than for that few minutes before he gets ready for bed.

The normal evening programme consists of a period of study and organization of the work done during the day, together with attention to the next day's studies. This is followed by recreation and the evening snack. Fun and high spirits are normal during the recreation period, but somewhere towards its close, those who plan the recreation must move the mood away from whatever hilarity there has been into a more contemplative and quiet one. How this is done is the subject of most careful planning by the counsellors, probably in consultation with the rest of the staff. One thing is certain - the change of mood will not happen by itself. The classroom teacher is not responsible for doing this, but he is responsible for making sure that it is done.

RESPECT FOR PRIVACY

One of the real problems of community living is the difficulty individuals experience in getting and maintaining the amount of privacy and freedom from interruption to which they are accustomed. Certainly compromise will be necessary for many. To discuss infringements on privacy can be embarrassing, but to discuss the right to privacy and how to achieve it can be dealt with easily in the classroom before there is any infringement. It is urged that the students get a clear view of what is expected of each of them in this matter, boy of boy, girl of girl, boys and girls of each other, staff of student, student of staff. Living at the Centre will be much more pleasant if this is done.

REGISTRATION AND WAIVER FORM

HEALTH AND SAFETY INFORMATION FORM

SCHOOL NURSE'S INFORMATION FORM

The Conservation Field Centre requires that three forms for each student be completed and taken to the Centre. The classroom teacher is responsible for the following:

1. Distribution and collection of the two forms which the parents must complete. Each should be checked carefully to see that the required information has been given.

2. Providing the school nurse with the completed Health and Safety Information Forms so that she can make up her own forms in plenty of time to return all of them to the classroom teacher prior to the date of departure.

3. All completed forms should be presented to Supervisor of Field Centre on the day of arrival.

CONSERVATION FIELD CENTRE

Supervisor's Office

REGISTRATION FORM

We, the parents (guardians) of _____

hereby consent to our child attending the Conservation Field Centre

from _____ to _____
Day Month Year Day Month Year

We understand that our parental responsibilities for our child are the same for the Conservation Field Centre as for the school he attends regularly.

Should it be necessary to have medical care, I hereby give the Supervisor of the Conservation Field Centre, or his designate, permission to use his best judgment in obtaining the best of such service for our child. We understand that any cost will be our responsibility. We also understand that in the event of illness or accident, we will be notified as soon as possible.

Telephone

_____ Day _____
Signature of parent or guardian

Night _____

_____
Address

_____ Day _____

Night _____

_____
Address

_____
Date

Metropolitan Toronto and Region Conservation Authority
5 Shoreham Drive, Downsview, Ontario
630-9780

CONSERVATION FIELD CENTRE

HEALTH AND SAFETY INFORMATION FORM

Sex ___
Age ___

Name of child _____ _____
Last Name First Name

Address _____ _____
Street Town or City

Family Doctor _____ Telephone _____

OHSIP Number _____

Ontario Hospital Insurance Certificate Number _____

The following information will be helpful to the staff at the Centre in making your child's stay at the Field Centre more comfortable, safe and pleasant. All information will be held in the strictest confidence.

1. Has your child any special conditions which must be taken into consideration in his participation in the full programme of the Centre?

   Allergy _____

   Asthma _____

   Diabetes _____

   Epilepsy _____

   Feet or legs _____

   Heart _____

   Rash _____

   Recent illness or operation _____

   Rheumatic fever _____

   Any other disability _____

2. Has he any drug allergy or sensitivity? If so, give details _____

3. Has he any serum sensitivity? If so, give details _____

4. Give details of last tetanus shot _____

5. If your child has any special night-time habits, any special fears or nervous peculiarities, (e.g. bed wetting, nightmares) knowledge of which can make his life at the Centre more relaxed, Please state _____.

I hereby give the school nurse permission to read over this form and make any further comments necessary.

_____ _____
Signature of Parent or Guardian Date

Metropolitan Toronto and Region Conservation Authority
5 Shoreham Drive, Downsview, Ontario
630-9780

CONSERVATION FIELD CENTRE

Supervisor's Office

SCHOOL NURSE'S INFORMATION FORM

I have looked over the Parent's Health and Safety Information Form which the parents of _____ have filled out. The following information may also be of value:

Metropolitan Toronto and Region Conservation Authority

5 Shoreham Drive, Downsview, Ontario

630-9780

SLEEPING ACCOMMODATION

The Conservation Field Centre sleeping facilities allow maximum accommodation for forty students, eight student teachers and two visiting teachers. The bedrooms for the student teachers are located near the centre of the building. The visiting teachers' bedrooms are located at the entrance to the dormitory areas. The bedroom doors of the central section of the dormitory may be locked or unlocked, permitting the accommodation of varying numbers of boys and girls. For the dormitory to accommodate the maximum of forty students, the number of boys and girls must be a multiple of two. This arrangement allows a maximum number of 28 of one sex and 12 of the opposite sex (bunk beds).

Record the names of the dormitory floor plan for the class. Each line represents a bed. Please bring a copy of the sleeping arrangement with you on the morning of your arrival at the Field Centre.

Samples of the dormitory floor plan are contained in this pre-planning kit.

ACADEMIC STUDIES

1. Orientation

While it is true that seeing comes before understanding in the learning process, the student is expected to have some previous knowledge of the area in which he will live and work. He should know where he is in relationship to southern Ontario, to Metropolitan Toronto and its river valleys.

Map work done prior to the visit which gives him a general picture of the overall features of the area, its topography, drainage, natural resources, transportation network patterns, population distribution, location of towns and villages, will do for him what the study of maps and travel literature does for the expectant traveller. It is undertaken for orientation purposes; it will defeat its own ends if it is belaboured or loaded with details and is intended merely as a means of making sure he has a general picture of where he is when he arrives at the Field Centre.

2. Programme

The problem of the Centre's staff is to create a maximum opportunity for learning. As already stated, the selection of content will be made for each class. This selection will be entirely dependent upon what life examples can be found in and around the area to which the class will go. The programme must be determined by the grade level of the class, a sensitivity to the general learning ability of the group, the season and weather conditions, interest and previously acquired information.

3. "The student is not at the Centre to be taught what he can be taught in the classroom" - how this principle works

While it is necessary to good teaching and learning at the Field Centre that the staff know the facts about physical geography and natural science, together with their attendant rules, laws and principles, which the class has been taught, the Centre is not the place for the teaching of them. The student is at the Field Centre to see how the principles taught in the classroom are appliable to a practical problem, namely, a wiser use and appreciation of the renewable natural resources.

The library at the Field Centre will contain a wealth of books for individual students who wish to pursue identification and classification on their own.

4. Field Notes

The Centre will supply paper and work sheets, and writing boards for use on field trips. The student must bring several pencils and preferably a sharpener for use on field trips and a pen for use during study period.

(a) In the out-of-doors

During instruction, the student should make rapid, concise, tidy notes as he moves from one place to another. This will be a new experience for him. To observe closely and to make notes at the same time is so difficult that the average student can not make the best of both. Frustrated, he frequently gives up one, sometimes both. Much depends upon the timing, techniques and skills of the teacher, but the student can be helped to foresee the difficulties and limitations and to devise wasy of overcoming them. Some discussion in the classroom will help, but before the first instruction period at the Centre, discussion with the Centre staff is most desirable.

(b) In the evening work period

Water, soil, forest, fish and wildlife conservation are so closely coordinated that they cannot possibly be demonstrated separately. It is most desirable and almost inevitable that the student will see perhaps for the first time that organization of knowledge is man-made, for a specific purpose, and not really a part of the nature of things. During the evening's report making, the student will perform for himself this task of organizing what he has studied and of putting it down in acceptable written form or discussing the day's activities with his fellow students.

Responsibility for this work will be shared by the student teachers and the classroom teacher.

5. Follow-up

Follow-up studies are desirable. These remain the responsibility of the visiting teacher.

RECREATION

Each evening, time is set aside for group recreational programmes to involve all students. Pre-planning by students is essential to formulate recreational programmes for the four evenings. The class should select a committee to organize ideas gathered from the entire class. Students should be encouraged to bring musical instruments. A piano and song books are provided. Some suggestions for recreation are listed below:

Skits
Sing songs
Parlour-type games
Sports events, competitive
Skating
Corn or weiner roast
Square dancing

Round dancing should be curtailed since it leads to pairing of students, eliminating group participation.

GUEST NIGHT

Thursday evening is guest night for board members and officals, the principal and other teachers. It is the responsibility of the visiting teachers to invite these guests and to confirm numbers (one day in advance) for the evening meal (5:30 p.m.) Accommodation is limited to twelve guests. Cost of meal is $1.00 per person. Your principal can confirm numbers by telephoning the Metropolitan Toronto and Region Conservation Authority, Information and Education Division, 630-9780.

DAILY SCHEDULE

Below is a typical daily schedule. Changes and variations will be made because of the varying factors; for example, the wide variety of studies for the day, needs imposed by the weather and the season, the special interests of the visiting class and its teacher. Even the bed rising hours will vary with the time of the year. While the Supervisor is responsible for the daily schedule, he will welcome suggestions from the visiting school.

Typical Daily Schedule

A.M.

7:00		- Rising time
7:15		- Group in dining room
7:30		- Breakfast
8:30	to 9:00	- Dishes washed. Weather readings and chores
9:15		- Laboratory introduction followed by outdoor session.

P.M.

12:15		- Group for dining room setting tables.
12:30		- Noon meal
1:15	to 2:00	- Dishes washed. Work on projects.
2:00		- Laboratory introduction and afternoon session.
4:30		- Weather.
5:15		- Dining room setting tables.
5:30		- Supper.
6:15	to 7:15	- Dishes washed.
7:15		- Laboratory follow-up to outside work.
8:30		- Recreational programme
9:00		- Evening snack
9:15		- Showers.
10:00	to 11:00	- Lights out.

DAILY PROGRAMME

Below is a sample of one daily programme. These must be made to suit the programme planned specifically for the visiting class and its teacher. They will vary for the same reasons as the daily schedule will vary. While the Supervisor is responsible for the daily programme, he will welcome suggestions from the visiting school.

Typical Daily Programme

One day during the week may be set aside for a hike into the surrounding countryside to study the flood control system, and to observe other characteristics of the local environment not found in the Conservation Area. The remainder of the week's programme will be conducted in the Conservation Area, with planned field trips.

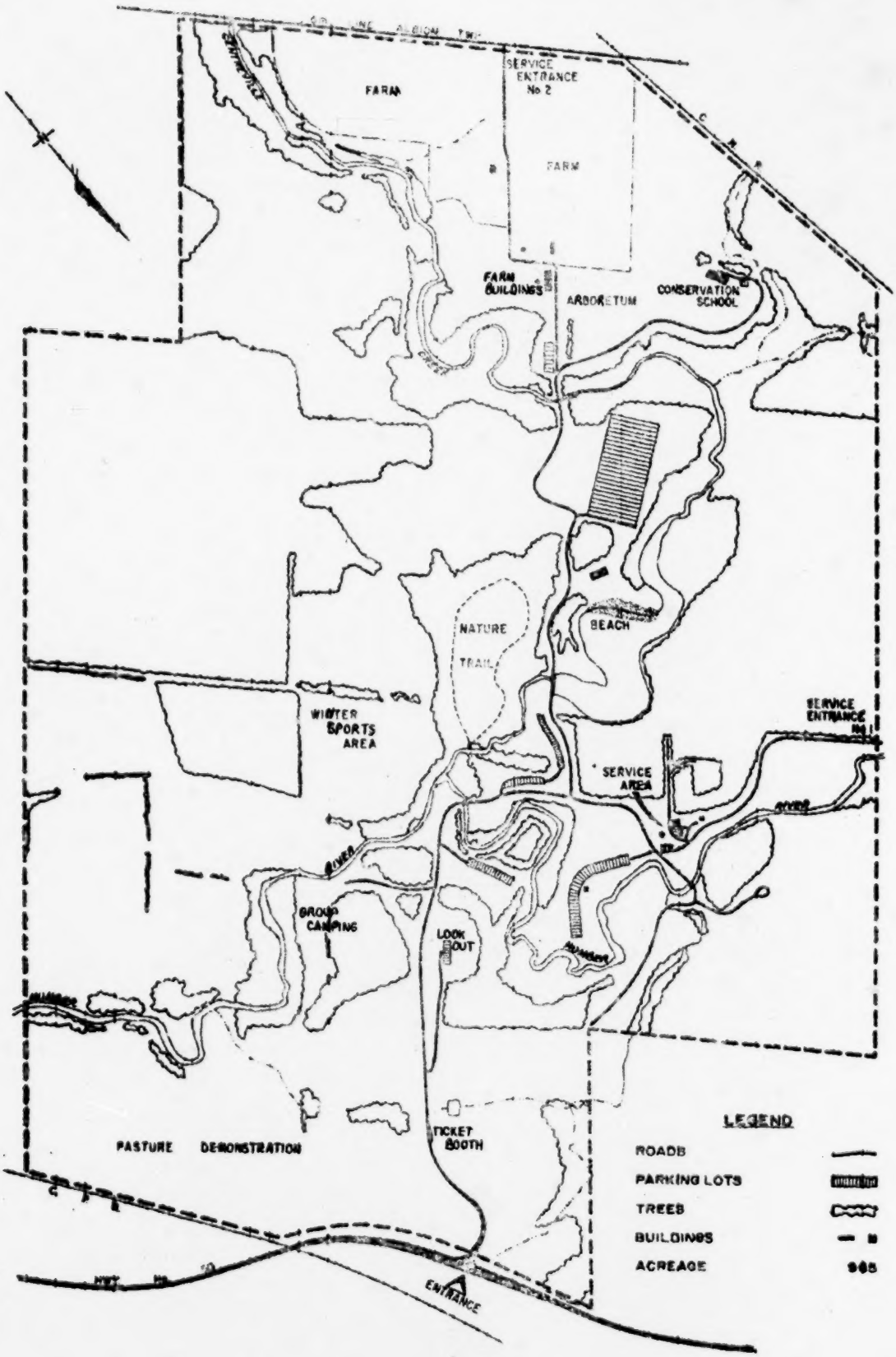
A typical programme may be on Soils and Agriculture. The schedule would be broken down as follows:

Morning Session:

Soil formation	- land forms - geology - physiography
Soil characteristics	- nature and property of soils - soil profile - soil erosion
Land Use	- basis of classification (8 classes of land) - use of classification

Afternoon Session:

Soil management	- crop adaptation - rotation - cultivation - fertilization - drainage and irrigation



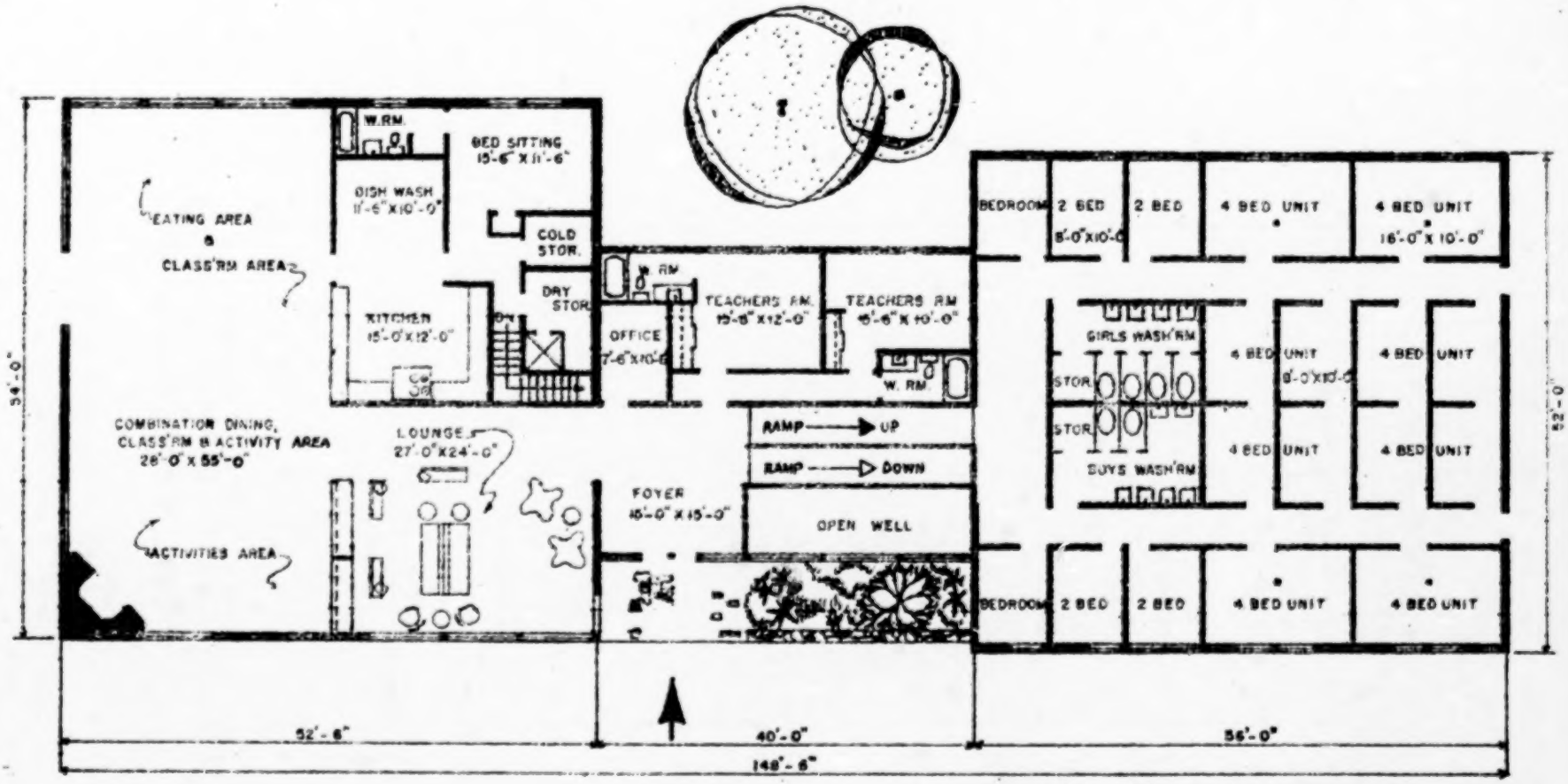
ALBION HILLS CONSERVATION AREA

SCALE In FEET

0 300 600 1200 1800

METRES

ALBION HILLS CONSERVATION FIELD CENTRE

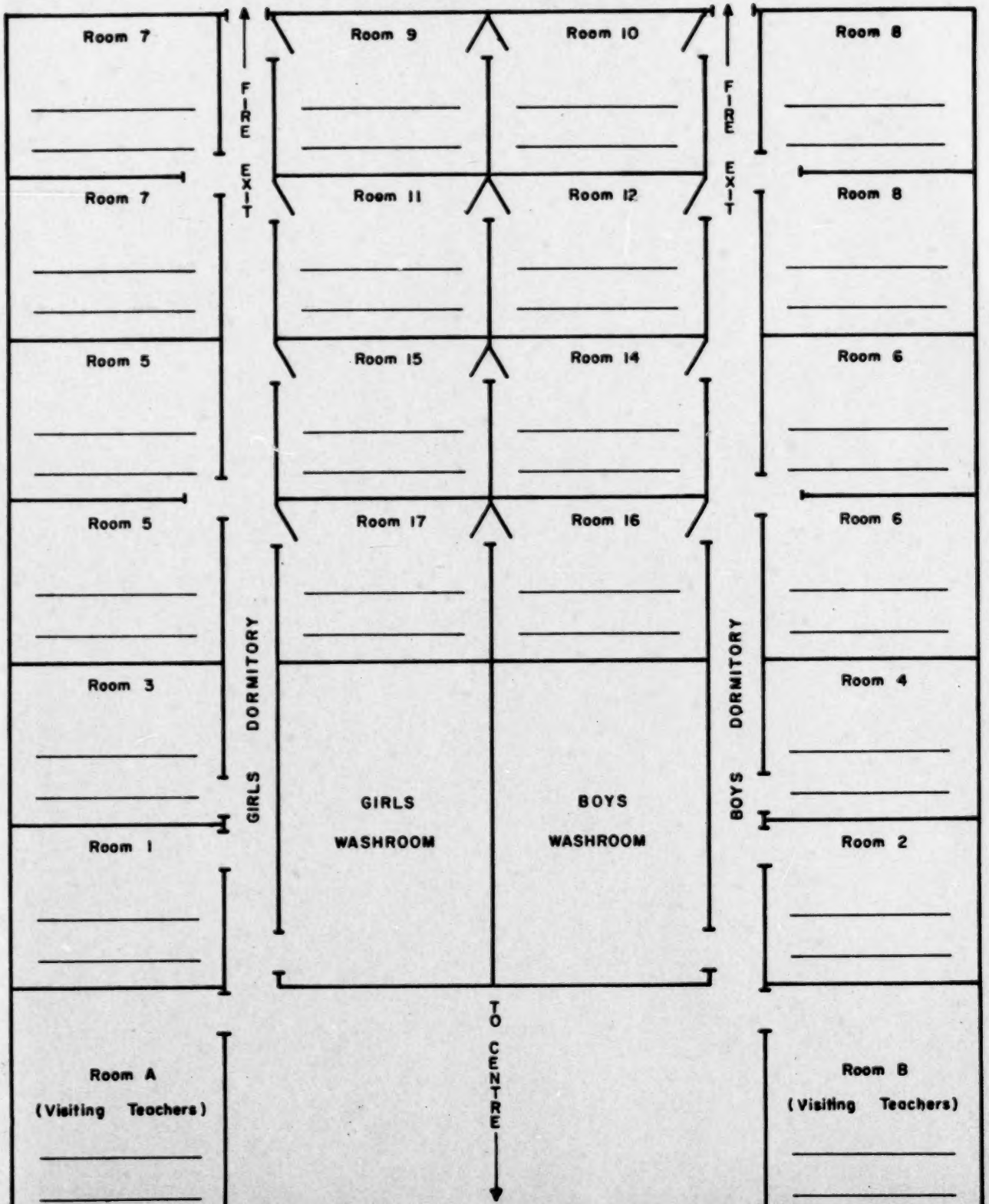


——GROUND FLOOR PLAN——

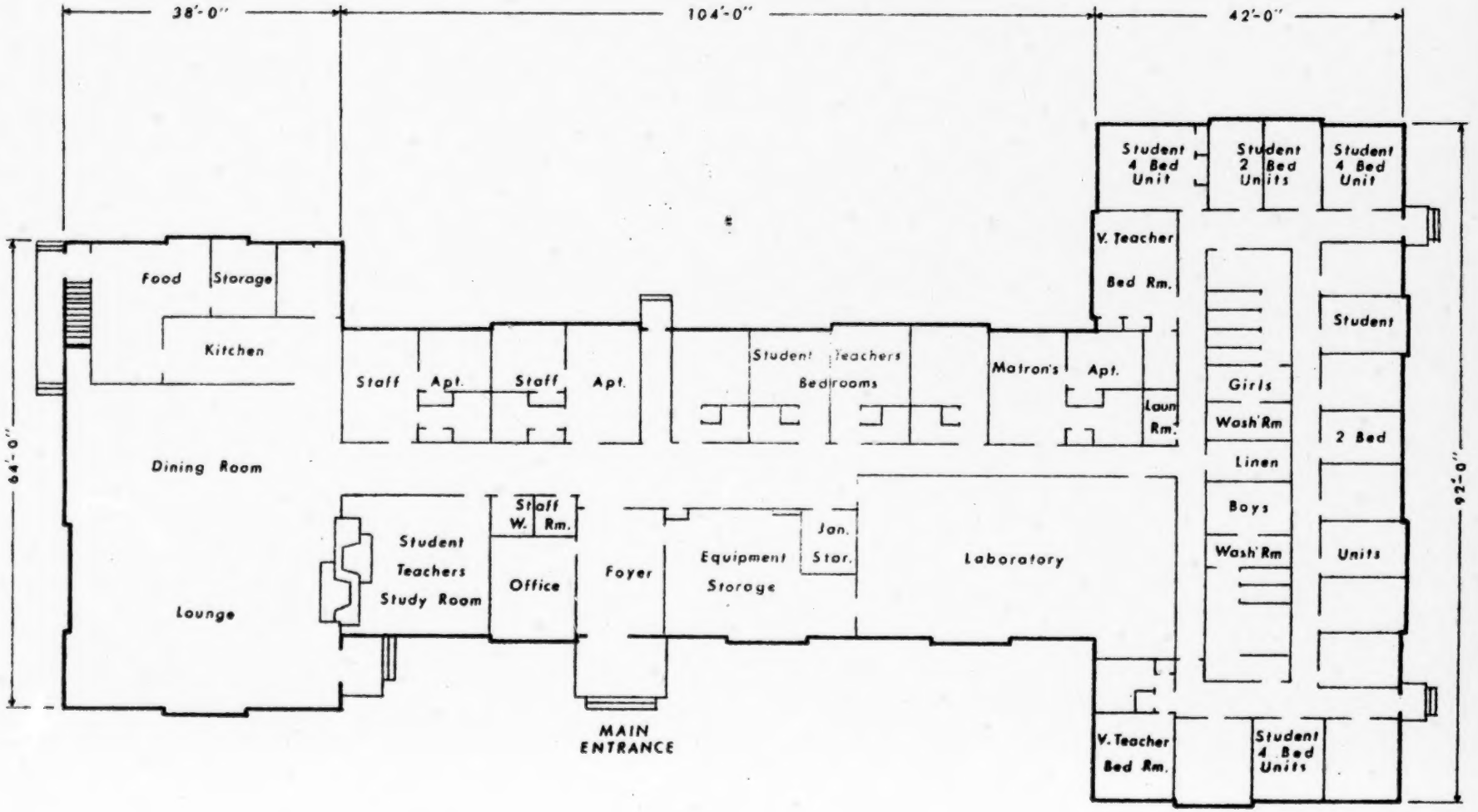
ALBION HILLS CONSERVATION FIELD CENTRE

NOTE: Teachers, please bring a copy of this dormitory plan with you to the centre, to be available as soon as the students arrive.

DORMITORY FLOOR PLAN



CLAREMONT CONSERVATION FIELD CENTRE

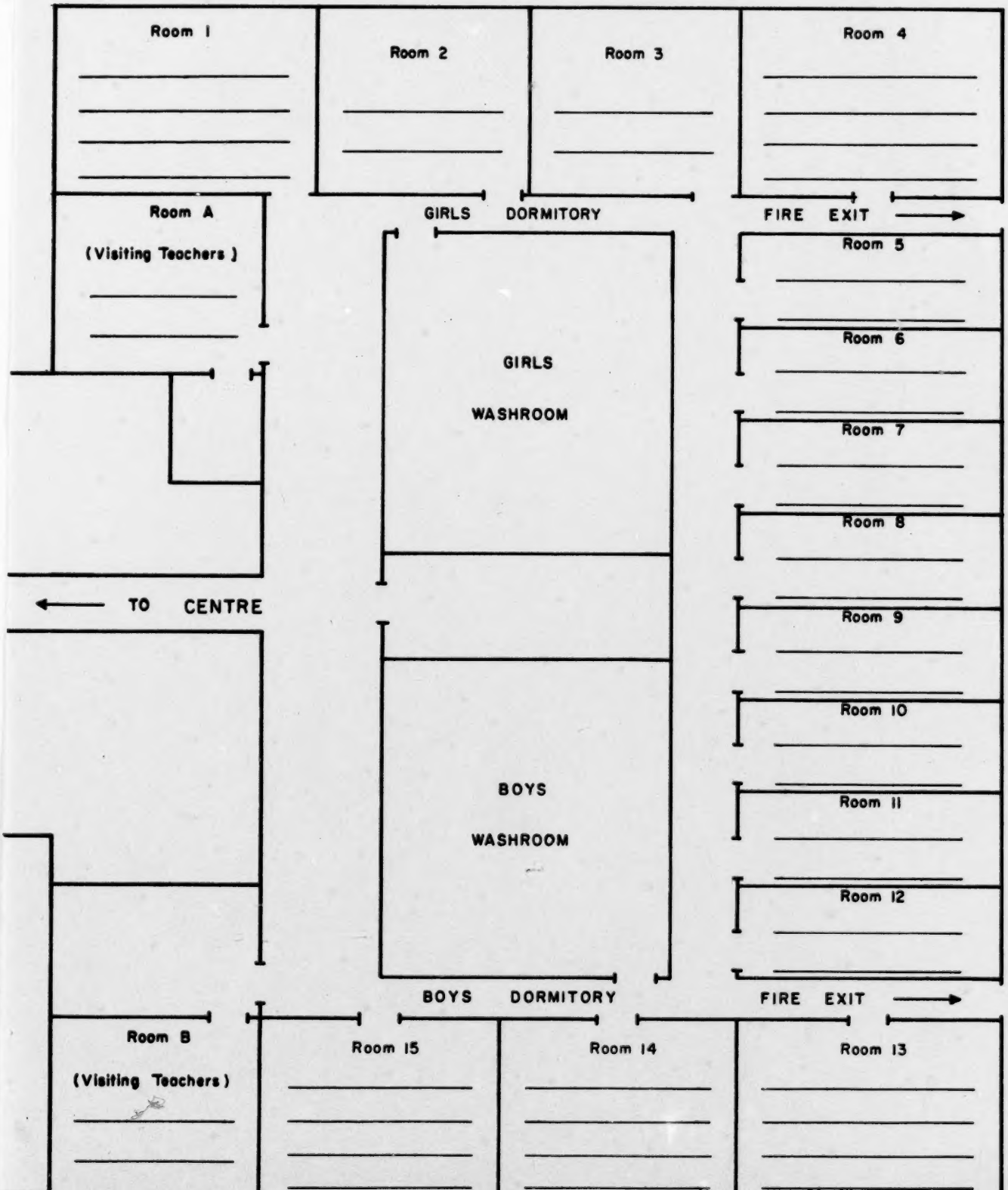


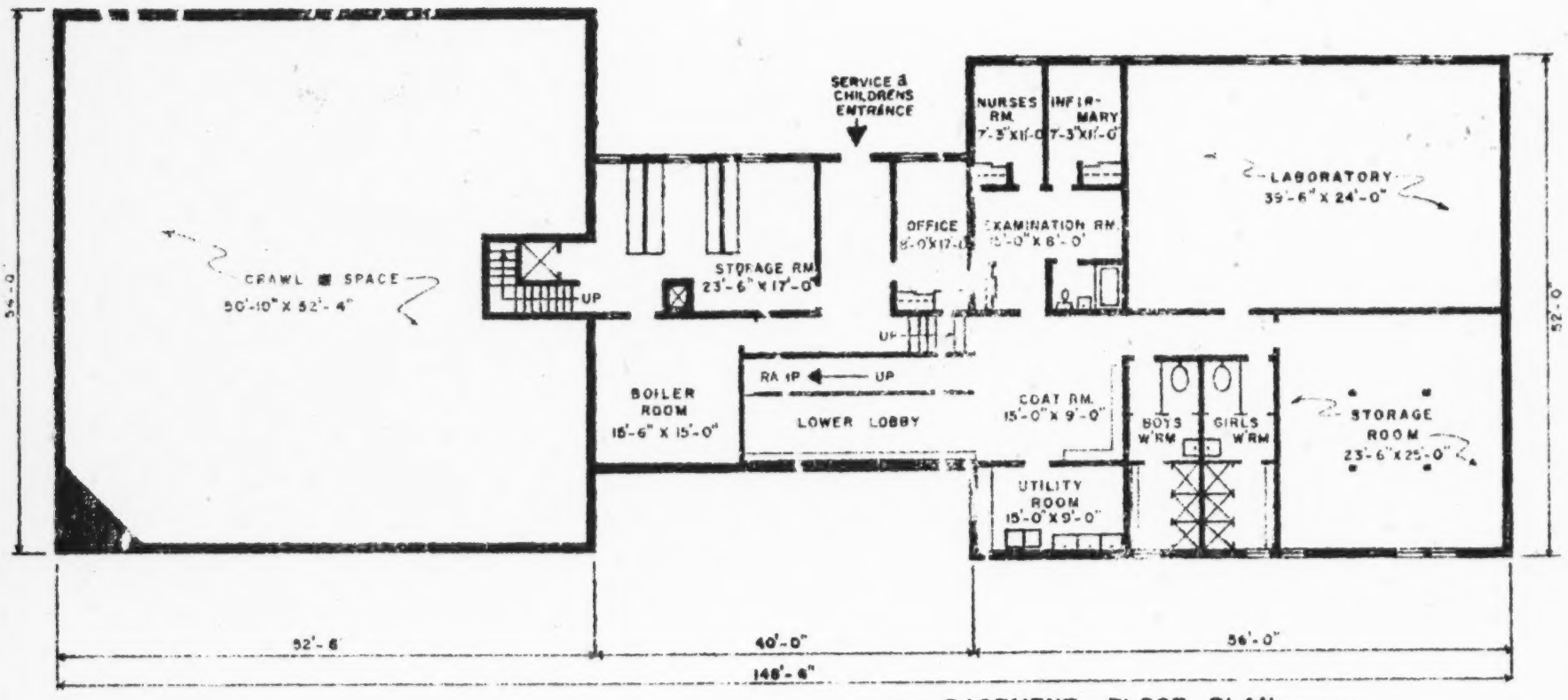
FLOOR PLAN

CLAREMONT CONSERVATION FIELD CENTRE

NOTE: Teachers, please bring a copy of this dormitory plan with you to the centre, to be available as soon as the students arrive.

DORMITORY FLOOR PLAN





BASEMENT FLOOR PLAN

TEACHER CHECK LIST

- [ ] Sleeping Form, Registration and Medical Forms completed and mailed to The Metropolitan Toronto and Region Conservation Authority, 5 Shoreham Drive, Downsview, Ontario. 630-9780

- [ ] Completed teacher pre-planning visit to the Conservation Field Centre

- [ ] Completed bus arrangements to and from the Conservation Field Centre.

Arrival at Centre	10:00 a.m.	Monday
Departure no later than	2:00 p.m.	Friday

- [ ] Students have a complete list of articles to bring and brochures.

- [ ] Students have selected a recreation committee and have planned their programmes.

- [ ] Final arrangements completed for Guest Night (Thursday evening). Numbers for the evening meal? (charge $1.00) - bring all forms for the Field Centre and present them to the Supervisor upon arrival.